

Nursery Long Term plan 23/24

The Early Years curriculum is underpinned by 'in the moment' planning. The nursery team responds to the children's interests, planning topics around these, and help guide the children's learning around their play based exploration and experimentation.

	Autumn	Spring	Summer
Personal, Social and Emotional Development	<p>The children will be able to separate from their main carer with the support and encouragement from a familiar adult. They will be beginning to express their own preferences and interests. The children will be showing interest in others' play and beginning to join in. They will be seeking out others to share experiences, and may begin to form a special friendship with another child. They will be showing affection and concern for people who are special to them. The children will be learning to express their own feelings such as happy, sad, cross or worried. They should show awareness that some actions can hurt or harm others. They will show an understanding and cooperate with some boundaries and routines. They will be learning to inhibit their own actions/behaviours and the ability to distract self when upset.</p>	<p>The children's confidence to talk to others when playing is growing and they are beginning to talk about their own home and community. They are beginning to select and use activities and resources with help. They are initiating play, offering cues to their peers to join in with them. They can play in a group, extending and elaborating play ideas ie building up a role play activity with other children. The children are aware of their own feelings, and know that some actions and words can hurt others' feelings. They try to help or give comfort when others are distressed. They are beginning to dress themselves with help and be independent in self care.</p>	<p>The children are becoming more confident in new social situations and more outgoing towards unfamiliar people. They enjoy the responsibility of carrying out small tasks and show confidence in asking adults for help. Their play is kept going by responding to what others are saying or doing. They demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. The children are beginning to accept the needs of others and, with support, can take turns and share resources. They are learning to adapt their behaviour to different events, social situations and changes in routine. The children understand the need for safety when tackling new challenges, and consider and manage some risks without direct supervision. They make healthy choices about food, drink, activity and tooth</p>

	The children will be gaining more bowel and bladder control and can attend to toileting needs themselves most of the time.		brushing and may be able to give reasons why it's important.
Communication and Language	<p>The children should demonstrate single channelled attention ie they can shift to a different task if their attention is fully obtained. They are showing interest in the noises adults make when they read stories and in playing with sounds, songs and rhymes. They should be able to recognise and respond to many familiar sounds. The children are able to understand more complex sentences such as "put your toys away and then we'll read a book". They understand 'who', 'what', 'where' in simple questions such as "what's that? Where's this?". They are developing understanding of simple concepts such as big/little. The children are learning new words very rapidly and are able to use them in communicating. They hold conversations, jumping from topic to topic and use simple sentences such as "mummy gone work".</p>	<p>The children are now listening to others one to one or in small groups, when conversations interest them. They can start a conversation with an adult or a friend and continue it for many turns. They are listening to stories with increasing attention and recall. The children are working on their understanding of the use of objects, prepositions such as 'under', 'on top', 'behind', and 'why' and 'how' questions. They respond to simple instructions such as "to get or put away an object". The children are now using more complex sentences to link thoughts eg using and, because. They can retell a simple past event in the correct order and use a range of tenses. They use talk to organise themselves and their play.</p>	<p>The children are focusing their attention, it's still listen or do but they can shift their own attention. They join in with repeated refrains and anticipate key events and phrases in rhymes and stories. The children can now respond to instructions involving a two part sequence such as "put your coat away and then sit on the carpet". They can listen and respond to ideas expressed by others in conversations or discussions. The children are now using talk to connect ideas, explain what is happening and anticipate what might happen next. They are able to express a point of view and debate when they disagree with an adult or a friend. They can recall and relive past experiences using intonation and phrasing to make the meaning clear to others. They are building a vocabulary which reflects the breath of their experiences.</p>
Physical Development	The children move freely and	The children are now	The children negotiate space

	<p>with pleasure and confidence in a range of ways such as rolling, crawling, walking, running, hopping and skipping. They can mount stairs, steps or climbing equipment using alternate feet. They can draw lines and circles using gross motor movements, catch large balls and stand momentarily on one foot when shown.</p>	<p>experimenting with different ways of moving. They are able to jump off an object and land appropriately. The children are using their fine motor skills to use one handed tools and equipment e.g. make snips in paper with child scissors. They are beginning to hold a pencil between their thumb and two fingers, they're no longer using a whole hand grasp. They are able to copy some letters from their names.</p>	<p>successfully when playing racing and chasing games with others, adjusting their speed or changing direction to avoid obstructions. They show increasing control over an object in pushing, patting, throwing, catching or kicking it. They can use tools to effect changes to materials and show a preference for a dominant hand. They hold a pencil near the point between the first two fingers and thumb and use it with good control. They are beginning to write their names independently using letters which are recognisable.</p>
<p>Phonics</p>	<p><u>Environmental Sounds</u></p> <p>Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.</p> <p><u>Instrumental Sounds</u></p> <p>Explore instrumental sounds. Build awareness of how to use instruments to make sounds.</p>	<p><u>Body Percussion</u></p> <p>Explore the sounds their bodies can make. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequences. Build awareness of how they can change body percussion sounds. Create their own sequences of body percussion. Join in with longer sequences of body percussion. Describe body percussion. Follow instructions to recreate</p>	<p><u>Alliteration</u></p> <p>Explore initial sounds of words. Select objects with a given initial sound from a choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration.</p> <p><u>Oral Blending and Segmenting</u></p> <p>Identify the initial sounds of words. Build awareness that words can</p>

	<p>Start to identify the sounds of familiar instruments, naming them.</p> <p>Build awareness of how you act upon an instrument affects the sound it makes.</p> <p>Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.</p> <p><u>Rhythm and Rhyme</u></p> <p>Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Recognise that words rhyme.</p> <p>Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Complete sentences with their own rhymes orally. Break words down into syllables with a beat. Create their own beat.</p>	<p>body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.</p> <p><u>Voice Sounds</u></p> <p>Explore different mouth movements and sounds. Copy different voice sounds and mouth movements. Recognise different voice sounds. Make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talk about voice sounds. Describe and compare voice sounds. Create their own ideas for voices of characters/ imitating voices</p>	<p>be broken up into sounds. Choose the correct object when hearing the word broken into single sounds. Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. Segment CVC and VC words into their individual sounds. Start to blend the sounds of longer words. Identify how many sounds are in a CVC or VC word.</p> <p><u>Read Write Inc phonics</u></p> <p>Phase 2- teach set 1&2 sounds. Identify words with these initial sounds. Blend and segment VC and CVC words with these sounds. Practise writing these letters.</p>
Literacy	The children enjoy rhyming and rhythmic activities, and recognise rhythm in spoken words. They	The children join in with repeated refrains and anticipate key events and phrases in rhymes and	The children may be looking at books independently, they know that print carries a meaning and,

	<p>listen to and join in with stories and poems, one to one and also in small groups. The children distinguish between the different marks they make.</p>	<p>stories. They are beginning to show awareness of how stories are structured and suggest how the story might end. They are listening to stories with increasing recall and attention. They show interest in illustrations, print in books and print in the environment. The children sometimes give meanings to marks as they draw and paint and ascribe meanings to marks that they see in different places.</p>	<p>in English, is read from left to right and from top to bottom. They hold books the correct way up and turn pages. They are beginning to name the different parts of a book. They engage in extended conversations about stories, learning new vocabulary. The children give meaning to marks they make as they draw, write and paint. They are beginning to write their own names using letters which are recognisable. They can hear and say the initial sounds in words.</p>
<p>Maths</p>	<p>The children can select a small number of objects from a group when asked. They are able to recite some number names in sequence. The children are beginning to make comparisons between quantities and use some language of quantities, such as 'more' and 'a lot'. They know that a group of things changes in quantity when something is added or taken away. The children are beginning to talk about and identify the patterns around them, for example: stripes on clothes, designs on rugs. They may arrange things in patterns.</p>	<p>The children can recite numbers in order past 5 and know that numbers identify how many objects are in a set (cardinal principle). They sometimes match numerals and quantities correctly up to 5, and are using language to compare quantities: 'more than', 'fewer than'. The children use some number names and number language spontaneously and accurately in play. They are beginning to represent numbers using fingers, marks on paper or pictures. The children are showing an interest in shapes and selecting them appropriately: flat surfaces</p>	<p>The children can recite numbers to 10. They are developing fast recognition of up to 3 objects, without having to count them individually (subitising). They say one number for each item in order up to 5 and can show finger numbers to 5. They are able to link numerals and amounts up to 5. The children are beginning to show an interest in representing numbers and realise not only objects, but anything can be counted, including steps, claps or jumps. The children are beginning to talk about and explore 2D and 3D shapes using informal and</p>

		<p>for building, a triangular prism for a roof, etc. They are combining shapes to make new ones.</p> <p>The children are comparing size, length and weight using gestures and language: 'bigger/smaller', 'long/short', 'heavy'.</p> <p>The children are beginning to extend and create ABAB patterns such as stick, leaf, stick, leaf.</p>	<p>mathematical language: 'sides', 'corners', 'straight', 'flat'.</p> <p>They understand position through words alone with no pointing, and can discuss routes and locations.</p> <p>The children make comparisons between objects relating to size, length, weight and capacity.</p> <p>The children can now notice and correct an error in a repeating pattern. They are beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then', etc.</p>
<p>Understanding the World</p>	<p>The children have a sense of their own immediate family and relations. During pretend play, they imitate everyday actions and events from their own family and cultural background. They are beginning to have their own friends and learn that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>The children notice some detailed features of objects in their environment. They enjoy exploring natural materials and materials with different properties both inside and outside. They show interest and respond to</p>	<p>The children are displaying an interest in the lives of people who are familiar to them. They can remember and talk about significant events for family or friends.</p> <p>The children are using all their senses in hands-on exploration of natural materials. They comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>They can talk about changes they notice and differences between materials. They enjoy exploring how things work such as wind up toys and pulleys.</p>	<p>The children know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. They understand that there are different countries in the world and can talk about the differences they have experienced or seen in pictures.</p> <p>They are showing an interest in different occupations and ways of life.</p> <p>The children are able to talk about some of the things they have observed such as plants, animals, natural and found objects using a wide vocabulary.</p>

	different natural phenomena such as walking through tall grass or looking for worms and minibeasts.		They are beginning to talk about why things happen and how things work. They show care and concern for living things and the environment.
Expressive art and design	<p>The children join in singing their favourite songs and create sounds by banging, shaking, tapping and blowing. They show an interest in how musical instruments sound and enjoy experimenting with blocks, colours and marks.</p> <p>The children are developing preferences for forms of expression. They use movement to express feelings and create movement in response to music. They may sing to themselves and make up simple songs.</p> <p>The children are beginning to make marks intentionally, they may express ideas and feelings through these and give them meaning. They explore different materials, using all their senses to investigate them, they make simple models which express ideas. They have started to develop pretend play, pretending that one object represents another.</p>	<p>The children can sing a few familiar songs and are beginning to move rhythmically. They enjoy joining in with dancing and ring games. The children can tap out a simple repeated pattern and imitates movement in response to music. They are exploring how sounds and colours can be changed. They are showing an interest in using various construction materials, beginning to stack blocks horizontally and vertically, making enclosures and spaces. They realise tools can be used for a purpose. The children are noticing what the adults are doing and beginning to imitate what is observed, they may do it spontaneously when the adult is not there. The children are engaging in imaginative role play based on their own first hand experiences. The children are beginning to draw with increasing complexity and detail, such as representing</p>	<p>The children are building a repertoire of songs and dances. They enjoy exploring the different sounds of instruments and what happens when they mix colours. They are experimenting to create different textures and understand that different media can be combined to create new effects. They are beginning to construct with a purpose in mind, using a variety of resources, materials, tools and techniques.</p> <p>The children now develop complex stories around toys, using available resources to create props to support their play. They make imaginative and complex 'small worlds' with blocks and construction kits. They capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.</p> <p>The children are now starting to show different emotions in their drawings such as happiness,</p>

		a face with a circle and including details.	sadness, fear, etc.
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